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m J. McCordic, Chairman

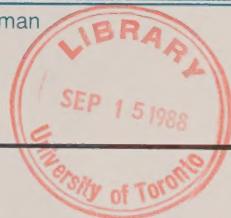
Robert E. Saunders, Chief Executive Officer

June 1988

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## SHARING IN METRO TORONTO

This June brings down the curtain on Metro Toronto's first school-sharing arrangement at the secondary level. Judging from the reviews it received from the two principals involved, the performance deserves a round of applause.

"Sharing has certainly worked out well here," said Ron Kendall, principal of West Park Secondary School, which served the Toronto Board of Education as a vocational school until declining enrolment forced a phasing-out of its programs. "In fact, this past year has been probably the most exciting of my twenty-two years in education."

"When we started, I felt apprehensive and nervous," admitted Michael Monk, principal of Bishop Marrocco School, the beneficiary during 1987-88 of a joint-use agreement between the Toronto board and the Metro Separate School Board. "But Ron and I decided last June, when we found that sharing was definitely on, that we were going to make it work. Our personalities meshed well, the vibes were good, and the experience has been superb."

The one-year agreement, reached after months of complex negotiations, followed several years of steadily declining enrolment at West Park and coincided with an explosion on the MSSB's space needs in the city's west end. West Park, at Bloor and Dundas Streets, was an ideal site. (The

steps leading up to the agreement were described in the January 1988 issue of this newsletter.)

Under the agreement, given final approval in late June 1987, the Toronto board leased 20 classrooms and office space in West Park to the MSSB, and agreed to share the gym, auditorium, cafeteria, swimming pool, and playing field on a scheduled basis. Then, last February, the Toronto board agreed to transfer West Park to the MSSB. Bishop Marrocco, which this year enrolled 350 students in Grades 9 and 10, will expand in September to enrol about 1 150 students and offer Grade 9-OAC programs. West Park's regular day students (only 70 at year's end) will move to Brockton High School at Bloor and Dufferin Streets.

### Initial Concerns Expressed about feasibility of Joint Use

Mr. Kendall acknowledged some initial concerns about the coexistence in one building of two schools - one public and vocational, the other Catholic and composite - each with its own timetable structure and operating methods.

"Last summer, I spent a lot of time reflecting on how we were going to make it work," he recalled. "Michael and I had first met in April 1987, when he visited the school, and we'd hit it off right away. We held numerous meetings in June, after the sharing decision had been made. Several rooms had to be renovated over the summer and equipment installed, but everything was ready for the start of school."

"For our staff," Mr. Monk said, "moving from the confines of one floor of an elementary school to a building 50% larger than any of our board's schools proved quite a transition. Although the usual arrangement in sharing is for one school to occupy a distinct area, like a wing, our classrooms were dispersed throughout the building. In retrospect, I think it was better that way."

Numerous practical details had to be resolved. Bishop Marrocco changed its



Ron Kendall, Principal of  
West Park Secondary School and  
Michael Monk, Principal of  
Bishop Marrocco School.

starting time from 8:45 a.m. to 9:00 a.m. to be consistent with that of West Park. Marrocco's public-address system didn't connect to the hallways, so in the opening exercises "O Canada" was played on West Park's system while Marrocco's teachers simply kept their classroom doors open, and then closed them for the morning readings or prayers. A common lunch hour was agreed on.

"Because each school was on a different schedule, the question of bells came up," Mr. Monk said. "We decided to turn the bell system off, and it worked fine. There are clocks on the walls, and people wear watches. And besides, I hate bells going off."

#### School discipline a shared responsibility

Both principals and their staffs shared authority over all students in the corridors. An opportunity to exercise it arose unexpectedly during the first day of school, when a scuffle broke out between a Bishop Marrocco student and an ex-student of

West Park (whom Mr. Kendall firmly ushered out of the building). Apart from that incident, the two schools have encountered no discipline problems out of the ordinary.

"At the outset," Mr. Monk explained, "we decided that if there was a difficulty with one of my students, or vice versa, Ron and I would straighten it out. The kids knew that both what Ron said and what I said went."

Dress codes differ between the schools. Bishop Marrocco students wear uniforms, and West Park students dress as they wish, within limits. This presented no problems either. "The bottom line with the kids is that they all live in the same community," Mr. Monk said, "and they know each other outside of school."

#### Relationships between teachers friendly and professional

The teachers - 14 at West Park, and 28 at Bishop Marrocco - experienced no problems in getting along. Each group had its own staff room, but the groups ate together in the common staff lunchroom.

"Our staff felt they wanted their own room and privacy to talk things over if any issues cropped up," Mr. Kendall said. "The Bishop Marrocco teachers understood. With sharing, a certain honesty is required; you can't be too afraid of hurting the feelings of the other administrator or staff. You've got to be up front about how you feel."

Joint use of the building was made easier by the fact that West Park's teachers had been given the option of transferring out last June, when part of the school program moved to Brockton. Those who stayed chose to do so, and they knew they would be likely to leave after the year was over.

"But it went beyond just getting along superficially," Mr. Kendall added. "During the year, several of my staff became friends with their colleagues at Marrocco. They realized that apart from religious differences, there was little separating them. They're all teachers."

Mr. Monk observed that his teachers went through an adjustment period of six to eight weeks before feeling comfortable in their new surroundings. In part, this was because their students were widely dispersed in a very spacious building.

#### **Numerous school activities carried out together**

Numerous school activities, as well as space and facilities, were shared. Students from each school played on the same intramural soccer and floor-hockey teams, thus avoiding the "us and them" conflict. They combined efforts in running school dances and putting on a Christmas concert, and they participated in joint food drives at Christmas and Easter.

"Every morning in the week before Christmas holidays, both school staffs were out in the main foyer singing carols to welcome the kids to school," Mr. Monk said. "Celebrating together like that had a marvellous effect."

During Easter week, Bishop Marrocco sponsored a "social concerns" week that featured speakers on a variety of topics. West Park students were invited to all the sessions.

One of the most successful events held in common, Mr. Kendall said, was a rope-skipping afternoon on April 12 to raise funds for the Heart and Stroke Foundation. Students from both schools collected pledges for the amount of time skipped. Mr. Kendall suggested the slogan "Let's skip the afternoon!" and invited a West Park graduate, Donovan Boucher, the current Canadian welterweight boxing champion, to lead things off.

#### **West Park Teacher "Saves the Day" for Bishop Marrocco Service**

Bishop Marrocco School has a chaplain and a chaplaincy team that organizes religious observances in the school. Mass is celebrated about once a month, often to mark special liturgical events. Michael Monk has vivid memories of the first Mass of the year.

"On Friday of the first week of school, we planned our traditional opening Mass in the school auditorium. At the last minute, we found we lacked an altar cloth. I thought there must be a tablecloth in the cafeteria somewhere. There was, but it badly needed ironing. So we brought it up to Harvey Moritsugu, West Park's drycleaning instructor."

"Harvey said, 'No problem. I'll clean it up and press it for you.' He delivered the cloth about five minutes before we were going to start. I thought, if this is the way it's going to work, we're golden for the rest of the year."

This year's experience has led both principals to form opinions of the value of sharing a school and the conditions under which it will work.

"You have to be careful who is placed in a sharing situation," Mr. Kendall commented, "and I'm not talking just about administration, but about staffs and types of students too. It's worked out here, but depending on the course you set at the beginning, you could get two principals or staffs at loggerheads."

"If you have the right people in key places, and if you use common sense and avoid the "our turf-your turf" attitude, sharing could certainly continue. Sharing teaches respect, through precept and example, for other people's religions. West Park hasn't intruded on the Bishop Marrocco students' religious beliefs, nor have they intruded on ours."

"To share successfully, the two principals must get along well," Mr. Monk added. "In our case, friendships have also developed between staff members of both schools, and there has been a lot of professional respect."

Next year, while Mr. Monk is contending with a greatly expanded school, Mr. Kendall will be at North Toronto Collegiate, where he has been appointed vice-principal. West Park's teachers are guaranteed priority access to positions elsewhere in the Toronto board; some will move to Brockton. West Park's night-school program is moving to Brockton, and its adult ESL program will move to Bickford Park Secondary School at Bloor and Christie Streets.

# A LIST OF LEASED, SHARED, AND TRANSFERRED SCHOOLS ARRANGEMENTS

Arrangements for the leasing and sharing of secondary schools between boards of education and RCSS boards are in effect in a number of areas across the province. In addition, five French-language secondary schools have been transferred "en bloc" - site, students, teaching, and non-teaching staff - from a board of education to an RCSS board. The following lists summarize these arrangements.

## LISTING OF LEASED, SHARED, AND TRANSFERRED SCHOOL ARRANGEMENTS WITH ROMAN CATHOLIC SEPARATE SCHOOL BOARDS

### Leased schools

In a majority of these situations, declining enrolments in the public system led to a school closure that preceded the agreement to lease the site.

<u>Name of public board owning school</u>	<u>School and location (where appropriate)</u>	<u>Year lease began</u>	<u>Year lease ended</u>
Etobicoke	Alderwood Collegiate Institute (to MSSB)	1985-1986	--
	Vincent Massey Collegiate Institute (to Dufferin-Peel RCSSB)	1987-1988	--
Lambton County	Sarnia Central Collegiate and Vocational School, Sarnia	1985-1986	--
Niagara South	Lockview Park Secondary School, Port Colbourne	Feb. 1 1988	--
Ottawa	Fisher Park High School	1987-1988	--
	E.S. Belcourt Secondary School	1987-1988	--
Sault Sainte-Marie	Lakeway Secondary School	1987-1988	--
Sudbury	Franco-Jeunesse Secondary School	Aug. 1986	July 1991
	Garson-Falconbridge Secondary School	Aug. 1986	July 1991
Windsor	Centennial Secondary School	1986-87	--
	High School of Commerce	1987-88	--

## Shared Schools

In many of these situations, the Planning and Implementation Commission decided that a joint-use of facilities was the best approach to resolve the concern of declining enrolment in the public system and the need for additional space for pupils in the separate system. In some places (for example, Kapuskasing), a long-term arrangement exists that is not directly related to extension.

<u>Name of public board owning school</u>	<u>School and location (where appropriate)</u>	<u>Year sharing arrangement began</u>	<u>Year sharing arrangement ended</u>
Cochrane-Iroquois Falls	E.S. Cochrane High School	1985-1986	--
	E.S. Iroquois Falls Secondary School	1985-1986	--
Essex	General Amherst High School, Amherstburg	1987-1988	--
Frontenac	Kingston Collegiate and Vocational Institute	1986-1987	--
Hamilton	Southmount Secondary School, Hamilton (to Hamilton-Wentworth RCSSB)	1985-1986	--
Kapuskasing	Smooth Rock Falls High School	Jan. 1, 1987	--
Nipissing	F.J. McElligott High School, Mattawa	Jan. 1, 1987	--
Ottawa	Sir John A. Macdonald Secondary School	1986-1987	1986-1987
Stormont, Dundas, and Glengarry	General Vanier Secondary School, Cornwall	1985-1986	--
Toronto	West Park Secondary School (to MSSB)	1987-1988	1987-1988

## Transferred Schools

<u>Boards</u>	<u>School buildings</u>	<u>Effective date of transfer</u>
Kapuskasing	E.S. Cité des Jeunes	Jan. 1, 1987
Nipissing	E.S. Algonquin, North Bay	Jan. 1, 1987
	E.S. Franco-Cite,* Sturgeon Falls	
Timiskaming	E.S. Ste. Marie, New Liskeard	Jan. 1988
Timmins	E.S. Theriault, Timmins	Jan. 1987

\*Public board still has some programs for anglophone pupils in the building.

# DEMOGRAPHIC PROFILES AND THEIR IMPLICATIONS ON EDUCATIONAL ENROLMENT

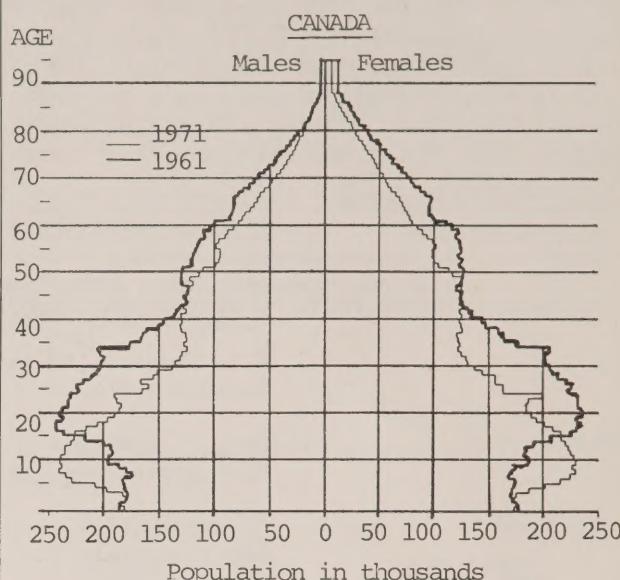
The following article by Professor David Foot, a demographer and economist in the Department of Economics, University of Toronto, is based on a talk he gave at a conference on "The Price of Quality" at the Ontario Institute for Studies in Education, on February 25-26, 1988. Professor Foot's remarks have obvious relevance for the planning of school accommodation as well as for school programs.

This article attempts to do four main things: provide the reader with the current Canadian demographic profile; discuss enrolment trends at each level of the educational system; focus upon Canadian labour markets; and finally, link these factors to the implications for educational institutions.

## Demographic Developments

First, let us examine the population pyramids as depicted in Figure 1. The vertical axis indicates single years of age to age 90. A centre line divides the distribution into the number of males in each category on the left-hand side of the figure and the number of females on the right-hand side. The lighter line indicates the age-gender composition of the population from the 1971 census, while the solid line is the age-gender composition from the 1981 census. In 1971, the base of the pyramid was already beginning to fall in, as a result of fertility rates peaking in Canada in 1961 at around four children per family and, thereafter, declining rapidly to the present level of 1.65 children per family. In other words, since two children are needed to replace you and your partner, and then, on average, another one-tenth of a child is needed to compensate for those who choose not to have children or cannot have children, a fertility rate of at least 2.1 is needed to have a stable population.

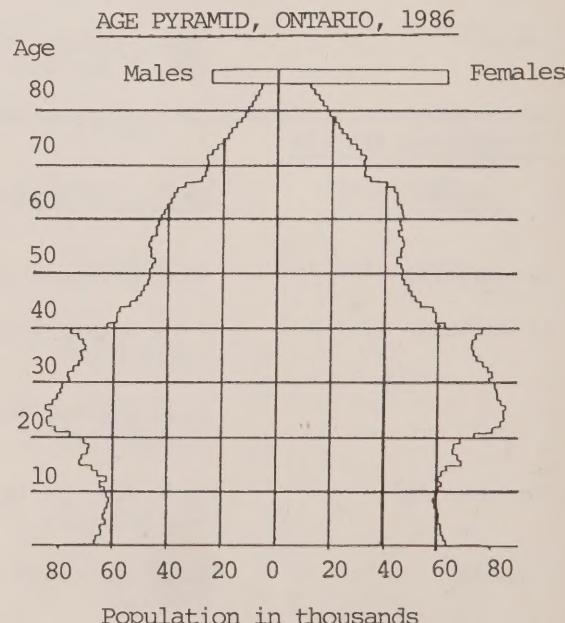
Figure 1



Hence, we are now below replacement and declining. This phenomenon is not unusual; in one way or another, it is sweeping the entire world. The point here, however, is that in 1971 the effects of the declining fertility rate could already be seen.

It is often said that every economist has to have a set of assumptions. The assumption used here is that every year, you get a year older! This means that someone who was 1 year old in 1971 was 11 years old in 1981. In essence, the 1971 structure in Figure 1 had moved forward 10 years by 1981.

Figure 2



**ERRATA**

The following corrections should be read in connection with the article: "Demographic Profiles and Their Implications on Educational Enrolment." (Changes are underlined).

Page 8, Column 1, Paragraph 2: "In what other areas is long-range planning so clearly possible?"

Page 8, Column 1, Paragraph 5: "Community colleges in Canada will face declining enrolments in the years ahead."

Page 8, Column 2, Paragraph 3: "For example, youths took most of the part-time jobs."

Page 8, Column 2, Paragraph 3: Delete: "The employment outlook for youth from now through the 1990s is very promising within the context of a somewhat higher average unemployment rate."

Page 9, Column 1, Paragraph 1: "...who have little hope of promotion is already beginning to fall."

Page 9, Column 2, Paragraph 3: "The education system will have to adapt too, but it's not only because of new technology."

En lisant l'article "L'Incidence Des Changements Démographiques Sur L'Effectif Scolaire", on doit consulter les corrections suivantes. (Les changements sont soulignés.)

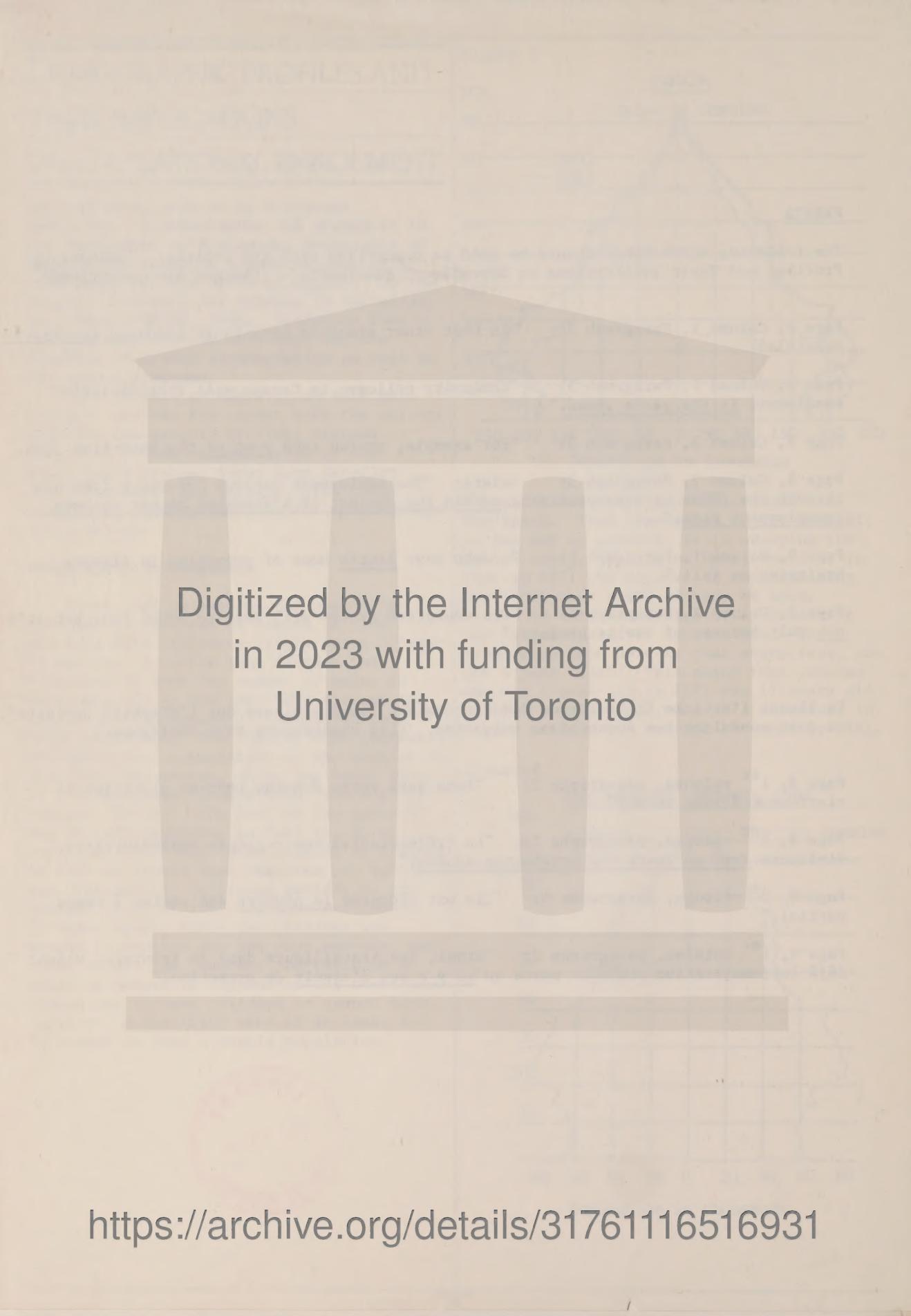
Page 8, 1<sup>er</sup> colonne, paragraphe 2: "Dans quel autre domaine peut-on planifier si clairement à long terme?"

Page 8, 1<sup>er</sup> colonne, paragraphe 5: "La fréquentation des collèges communautaires diminuera donc au cours des prochaines années."

Page 8, 2<sup>e</sup> colonne, paragraphe 4: "Ils ont décroché la plupart des postes à temps partiel."

Page 9, 1<sup>er</sup> colonne, paragraphe 2: "Ainsi, les travailleurs dans la trentaine voient déjà leur motivation diminuer parce qu'il y a peu d'espoir de promotion."





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Figure 2 displays the comparable age-gender composition of the Ontario population in the 1986 census. The dominant group in this population summary is the baby-boomers. The first baby-boomers were born in 1947, and the last were born in 1967. They are now in their twenties and thirties, and some are starting their forties.

After the baby boom came the "baby bust". Consisting of those aged roughly between 8 and 20 in 1986, it can be clearly seen in Figure 2. Over the 1960s and 1970s, declining fertility rates led to an ever-decreasing number of births. During the 1980s, the base of the pyramid has started to come back out again. This is not because fertility rates have risen; it is simply because most members of the baby-boom generation are now in their prime procreative years. Although on average they have fewer children than their parents did, the number of children has been rising. This phenomenon is known as the "baby-boom echo".

Other features of our history are also reflected in these figures. Around 1916, the effects of the First World War are also clearly apparent, followed by those of the "Roaring Twenties" and then the Great Depression of the 1930s. Our twentieth century economic history is summarized in the population pyramid, and there are important implications here. For example, the growth rate of the 65-and-over group is slowing down noticeably. During the next decade, all our retirees will be those born in the 1930s, and few people were born in that decade. Consequently, there will be few retirements during the 1990s.

In summary, this sort of age structure is a result of fertility rates that rose from the Great Depression until they peaked in early 1961, and thereafter they declined dramatically, gradually levelling out but still on the way down. In Canadian cities the fertility rate is about 1.4 children per family. Fertility rates in rural areas and Newfoundland keep the average up.

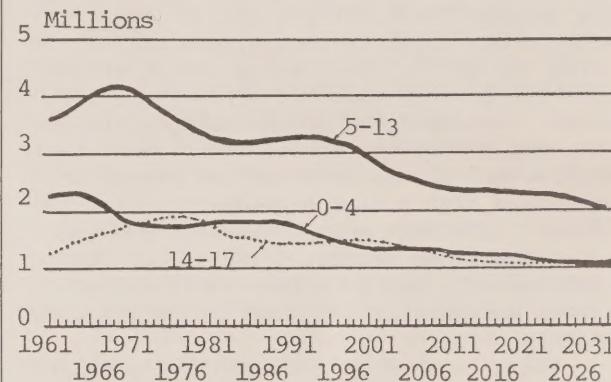
An aging population is characterized not only by fewer young people but also by more older people, and that has to do with life expectancy. In 1931, if you were male, you could expect to live 60 years; if you were female, 62 years. Fifty years later, male life expectancy has increased to 72 years (an increase of 12 years), while for females it has increased to 79 years (an increase of 17 years). Consequently, an aging society is characterized by an increased number and proportion of elderly, particularly elderly females.

## Educational Enrolments

The implications of these demographic developments for educational enrolments are very clear-cut. Figure 3 shows the population in different age groups: the preschool group, aged 0 to 4 years; the elementary school group, aged 5 to 13 years; and the high school group, aged approximately 14 to 17 years. By starting in 1961 and projecting trends to 2031, the graph shows growth trends in an historical perspective.

Figure 3

Estimated and Projected Child Population in Age Groups 0-4, 5-13, and 14-17, Canada, 1961-2031 (Projection 1)  
Effectifs de population dans les groupes d'âge 0-4, 5-13, 14-17 ans, Canada, 1961-2031 (Projection 1)



Sources: 1961-1983. Statistics Canada. Census of Canada. 1961, 1966, 1971, 1976, 1981. Catalogue Nos. 91-512, 91-518, and 91-210. 1984-2031: Detailed tables. Part 11  
Sources: 1961-1983. Statistique Canada. Recensement du Canada. 1961, 1966, 1971, 1976, 1981. Nos. 91-512, 91-518, et 91-210 au catalogue. 1984-2031: tableaux détaillés. Part 11

Let us consider the preschool group first. Is it any surprise that day care is one of the biggest issues currently on the national agenda? The size of the preschool group peaked in the early 1960s; then, as fertility rates started to fall, the number of people in that age group declined until the early 1980s. Then, all of a sudden, the preschool group started to grow again. This is the baby-boom echo effect, which today is at its maximum. (The number of births in Canada is now almost at its maximum and will decline through the 1990s).

What follows should be no surprise. The size of the preschool group is an indicator of the size of the elementary age group. Elementary school enrolment peaked in the late 1960s or very early 1970s, and during

the following 15 years many elementary schools were being closed. In 1988, elementary school enrolments are rising again in Canada. You may say, "I can't see it in my individual school board." It will vary by province and by school board, but the broad picture suggests that elementary school enrolments are rising. The front end of the baby-boom echo, children born in the early 1980s, are now of elementary school age. For the next decade, we are going to need more elementary school teachers, at least into the mid-1990s. After that, enrolments will decline again.

All of this is clear today. In what other areas is long-range strategic planning possible? Elementary school enrolments peaked in the early 1970s, and five years later, in the mid-1970s, high school enrolments peaked! As a result, from the mid-1970s into the 1980s, some high schools have been closed. They will remain closed for another three or four years. Elementary schools are about three-quarters of the way "down the hill". The bottom occurs around 1991 and is then followed by the baby-boom echo. The front end of the echo, which is entering elementary school today, will begin high school around 1993 and result in increased high school enrolments during the 1990s. More high school teachers and high schools will be needed. However, at that time, we will see a decline in elementary school enrolments, so these can then become high schools.

There is no debate about these patterns, but there is debate about the levels. These projections assume no change in fertility rates. If fertility rates continue to decline or if they increase (which is less likely), it will be necessary to alter the projections.

We've now considered preschool, elementary, and secondary enrolments. What about postsecondary enrolments?

Full-time community college enrolments come largely from the 18-to-21 age group. In 1988, the back end of the baby boom is aged 22. Community colleges in Canada will face declining enrolments for the next five years.

The traditional thinking used to be: lower enrolments in elementary schools and high schools result in lower enrolments later in universities. Nevertheless, university enrolments continue to increase. Why? Because 40% of all university students in Ontario are aged 25 years and older. Universities have graduate programs; community colleges do not. The baby-boom generation is now in graduate school. Of course, the relative worth of master's degrees is on the decline because they are flooding the market, but that will likely turn around soon.

## Labour Markets

Now let us focus on the labour markets in terms of our earlier discussion of demographics.

In essence, as you train your students, you ask: Will there be jobs for them? First, consider youth unemployment, unemployment in the 15-to-24 age group. Traditionally, around 12-13%, it increased dramatically to almost 20% in the recession of 1983. The 1987 figures are now available, and they show that youth unemployment rate was 13.5%. Youth have always tended to have the highest rates of unemployment in Canada. This is not an argument in favour of the 13.5% figure; nevertheless, young people take time to build up their information network and employment experience.

During the 1980s, the ratio of youth unemployment to national unemployment has fallen. Although during the recession the youth unemployment rate rose to 20%, youths were not as badly affected as other age groups. For example, youths took all the part-time jobs (about 40% of our part-time jobs are held by teenagers). The unemployment problem in Canada has shifted to those in their late twenties and early thirties; future youth graduates will have little difficulty finding jobs. The employment outlook for youth from now through the 1990s is very promising, within the context of a somewhat higher average unemployment rate. Concerns about retention in high school are likely to increase because there will be more opportunities for youth to take jobs.

This may result in some very interesting career paths, promotional opportunities, and organizational problems. What is the traditional organizational structure? We have a boss/chief executive officer/deputy minister/supervisor at the top, and underneath, we gradually build an organizational pyramid. This structure has served us extremely well, because traditionally there have been a lot more younger workers than older workers.

Most people enter the labour force when they are around age 20. This suggests that 20 years after the base of the population pyramid falls in, the base of the labour-force pyramid will start falling in, that is, around 1986. This is evidenced by the fact that there simply is a dearth of younger workers around today.

With regard to those organizational structures, the question is: What will happen when there aren't any younger workers around anymore? The baby boom, with its blunt front end, simply will not fit neatly into the triangular hierarchical structure. Morale among people in their mid-thirties

who have no hope of promotion is already beginning to fall. The smart organizations will be those that change and adapt to this reality.

The upward linear career path and the organizational culture associated with it are on the way out, and the organization that doesn't adapt will find that it has great difficulties in retaining those in their mid- to late-thirties. There will be dissatisfaction in these age groups, and probably reduced productivity as well. The 1990s will be characterized by a shift from a concern with promotion and vertical movement to more spiralling career patterns which involves combining vertical with lateral movements and hence, mid-career changes in occupational status.

### Implications for Education

Educating the aging baby-boom generation will occupy the educational system at all levels. (You're not going to be teaching 19-year-olds, you're going to be teaching 39-year-olds.) The part of the education system that first adapts to this new environment will be the "winner". This may mean that the community colleges will win. Universities are unlikely to change, because they're already at capacity. Since considerable excess capacity is about to appear at community colleges, that is where change is most likely to take place. But there is also some opportunity for it to take place in high schools, particularly if they work together with community colleges.

Education in the 1990s is rapidly moving away from youth and towards older workers as they "spiral" up their career paths. This means that concern with graduation will not be as important. Older workers will want qualification, so credit may well be important, but they won't be particularly concerned with whether or not they graduate or get a degree. For example, employees may need a couple of courses in accountancy so that they can move across to the finance department. It will be formal education. It will probably be credit-oriented, but it won't necessarily be degree- or diploma-granting. The challenges for the education system into the 1990s, then, have a lot to do with retraining this potentially dissatisfied baby-boom generation as they look for a career ladder that simply won't be available.

An emerging labour-shortage problem in Canada will encourage this trend. From 1976 to 1981, the Canadian labour force grew by 3.1% per year, exceeding the growth rate of any other country in the western world. From 1981 to 1986, it fell from 3.1% down to 1.6% per annum; that is, it was cut in half. The growth of the labour force is

slowing dramatically in Canada because there are no young people entering. For the last thirty years we've had waves and waves of baby-boomers entering the labour force, and we've had to find jobs for them. Our whole approach has been geared towards job creation. Not any more. The problem of the next decade will be insufficient labour; consequently, good human-resource planning will become increasingly important.

In the 1990s, labour will gradually become scarce and capital will become more abundant. The little terminals that are beginning to sprout on everybody's desk are the leading edge. This can be thought of as technological change, but it is all demographics! There are simply not enough workers around to collect the necessary information any more. The information and technological society is becoming a necessity.

The education system will have to adapt too, but it's only because of new technology. There are not enough young workers to do all these jobs anymore. The older workers will have to do it themselves, and we will have to provide them with the technology to do it. The education system will have to adapt rapidly to that changing technology as well.

This article has been concerned with the trends in the 1990s. Since demographic waves continue to move through the system, don't presume that what has been projected for the 1990s will continue unchanged into the next century. For example, when the baby boom echo generation become of labour force age at the turn of the century, young labour will again become more plentiful and youth unemployment may well emerge as a problem again. Good demographic analysis requires that you examine the waves carefully.

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STATUS ON EXTENSION OF FUNDING  
FOR SECONDARY SCHOOL PROGRAMS  
OF  
ROMAN CATHOLIC SEPARATE SCHOOL BOARDS

BOARDS	GRADE LEVEL EXTENDED French-Lang. Programs	Eng.-Lang. Programs	BOARDS	GRADE LEVEL EXTENDED French-Lang. Programs	Eng.-Lang. Programs
Atikokan	NOT EXTENDED		Lanark, Leeds & Grenville		9 to 12/OAC
Brant		9 to 12/OAC	Lincoln	Purchased	9 to 12/OAC
Bruce-Grey		9 to 12/OAC	London & Middlesex	9 to 11	9 to 12/OAC
Cardiff-Bicroft	NOT EXTENDED		Metropolitan Separate	9 to 12/OAC	9 to 12/OAC
Carleton	9 to 12/OAC	9 to 12/OAC	Michipicoten	NOT EXTENDED	
Chapleau	NOT EXTENDED		Moosonee	NOT EXTENDED	
Cochrane-Ir. Falls	9 to 12/OAC		Nipissing	En Bloc Transfer	9 to 12/OAC
Dryden	NOT EXTENDED		North of Superior		NOT EXTENDED
Dufferin-Peel	Purchased	9 to 12/OAC	North Shore		NOT EXTENDED
Durham	9 to 11	9 to 12/OAC	Ottawa	9 to 12/OAC	9 to 12/OAC
Elgin		9 to 12/OAC	Oxford	9 to 12/OAC	9 to 12/OAC
Essex	9 to 12/OAC	9 to 12/OAC	Peterborough-Victoria-Northumberland & Newcastle		9 to 12/OAC
Fort Frances-Rainey River	NOT EXTENDED		Prescott-Russell	En Bloc transfers	
Frontenac-Lennox & Addington	9 to 12/OAC	9 to 12/OAC	Red Lake		NOT EXTENDED
Geraldton	NOT EXTENDED		Renfrew		9 to 12/OAC
Haldimand-Norfolk	NOT EXTENDED		Sault Ste-Marie	9 to 12/OAC	9 to 12/OAC
Halton	Purchased	9 to 12/OAC	Simcoe	Purchased	9 to 12/OAC
Hamilton-Wentworth	Purchased	9 to 12/OAC	SDG	9 to 10	9 to 12/OAC
Hastings-Prince Edward		9 to 12/OAC	Sudbury	9 to 12/OAC	9 to 12/OAC
Hearst	NOT EXTENDED		Timiskaming	En Bloc Transfer	Purchased
Hornepayne	NOT EXTENDED		Timmins	En Bloc Transfer	9 to 12/OAC
Huron-Perth		9 to 11	Waterloo	Purchased	9 to 12/OAC
Kapuskasing	En bloc Transfer	Purchased	Welland	Purchased	9 to 12/OAC
Kenora		9 to 12/OAC	Wellington	Purchased	9 to 12/OAC
Kent	9 to 12	9 to 12/OAC	Windsor	Purchased	9 to 12/OAC
Kirkland Lake	NOT EXTENDED		York Region	Purchased & 9 & 10	9 to 12/OAC
Lakehead	9 to 12/OAC	9 to 12/OAC			
Lambton	9 to 10	9 to 12/OAC			

COMPTE RENDU DE LA SITUATION DE L'EXTENSION					
CONSEILS D'ÉTUDE PAR ANNÉE D'ÉTUDE					
ATIKOKAN	AUCUNNE EXTENSION	Lanark, Leeds & Grenville	Acchets	9 au 12/CPO	Briar-Grey
BRAINT	AUCUNNE EXTENSION	London & Middlesex	Separate	9 au 12/CPO	CARLLETON
BRUCE-GREY	AUCUNNE EXTENSION	Metropolitan	Mitchipicoten	9 au 12/CPO	CHAPLAINEAU
CARDIFF-BROOKFIELD	AUCUNNE EXTENSION	London &	Moosonee	9 au 12/CPO	COCHRANE-IT.
CARLTON	AUCUNNE EXTENSION	Middlesex	North of Ottawa	9 au 12/CPO	DYRDEN
CARLTON-PEEEL	AUCUNNE EXTENSION	Nipissing	Superior	9 au 12/CPO	DURHAM
CHAPLAINEAU	AUCUNNE EXTENSION	Ottawa	North Shore	9 au 12/CPO	ELGIN
COCHRANE-IT.	AUCUNNE EXTENSION	Ottawa	AUCUNNE EXTENSION	9 au 12/CPO	ESSÈES
DYRDEN	AUCUNNE EXTENSION	Oxford	Peterborough	9 au 12/CPO	FORT FRANCES
DURHAM	AUCUNNE EXTENSION	Red Lake	Red Lake	9 au 12/CPO	GERALDTON
ELGIN	AUCUNNE EXTENSION	Renfrew	Renfrew	9 au 12/CPO	HAMILTON
ESSÈES	AUCUNNE EXTENSION	Sault Ste-Marie	Sault Ste-Marie	9 au 12/CPO	WENTWORTH
FORT FRANCES	AUCUNNE EXTENSION	Sudbury	Sudbury	9 au 12/CPO	EDWARDSTOWN
GERALDTON	AUCUNNE EXTENSION	SDG	SDG	9 au 12/CPO	HEARST
HAMILTON	AUCUNNE EXTENSION	Timmins	Timmins	9 à 12/11	HUOTON-PERRH
WENTWORTH	AUCUNNE EXTENSION	Waterloo	Waterloo	9 au 12/CPO	KAPUSKASING
EDWARDSTOWN	AUCUNNE EXTENSION	Welland	Welland	9 au 12/CPO	KIRKLAND LAKE
HEARST	AUCUNNE EXTENSION	Windsor	Windsor	9 au 12/CPO	KENT
HUOTON-PERRH	AUCUNNE EXTENSION	Winnipegton	Winnipegton	9 au 12/CPO	LAKELHEAD
KAPUSKASING	AUCUNNE EXTENSION	Waterloo	Acchets	9 au 12/CPO	KIRKLAND LAKE
KENT	AUCUNNE EXTENSION	Welland	Acchets	9 au 12/CPO	LAKELHEAD
LAKELHEAD	AUCUNNE EXTENSION	Windsor	Acchets	9 au 12/CPO	LAMBERTON
LAMBERTON	AUCUNNE EXTENSION	York Region	Acchets à	9 au 12/CPO	LAMBERTON
LAMBERTON	AUCUNNE EXTENSION	9 à 12/10	9 à 12/10	9 au 12/CPO	LAMBERTON



dans votre conséill scolaire, son amplexur variant selon les provinces et les comestiles, mais dans l'ensemble, cependant, il demeure que les effectifs des écoles élémentaires augmentent. Les enfants nés au début de l'année 80, soit au début de la répercussion d'une baby-boom, sont maintenant à l'âge de fréquentation de l'école maternelle. Les effectifs des écoles élémentaires augmentent. Les enseignants du palier élémentaire se portent donc en demande au moins jusqu'à mi-lieu des années 90. Ensuite, les effectifs augmentent. Ces phénomènes sont tout à fait compréhensibles aujourd'hui. Dans quelles proportions sont atteintes au sommet au début des années 70, et cinq ans plus tard, ce fut éléments d'ordre démographique. Ces écoles démarrent fort énorme. Nous avons pourtant été dans une situation où il y avait une augmentation importante au cours des années 90. On aura besoin d'enseignants et de nouvelles écoles. Cependant, comme débutera alors la chute des effectifs des écoles secondaires, certains pourraient être transférés en écoles secondaires.

On s'entend sur la nature de ces tendances, mais non sur leur ampleur. Ces changements assument qu'il y aura aucun ce taux continu à descendre ou si il remonte (ce qui est moins probable), il faudra les préoccupations de l'école maternelle. Si nous nous sommes penchés sur les effectifs des établissements d'enseignement qu'en est-il des effectifs des secondes?

La plupart des effectifs des collèges postsecondaires, établissements d'enseignement supérieur, ont partagé la même évolution que les communautaires depuis au moins 22 ans. La fréquentation des collèges communautaires diminue donc au cours des dernières années.

On croit généralement qu'une baisse des effectifs dans les écoles élémentaires et secondaires amène un logiquement, une baisse des effectifs dans les écoles élémentaires pourront, c'est-à-dire dans les universités. Pourquoi? Parce que pour 100 des étudiants universitaires en Ontario sont âgées de 25 ans et plus. En outre, les étudiants universitaires en Ontario sont

Ce qui en résulte n'est pas étonnant : le nombre de personnes du groupe prescolaire n'ouvre permet de prévoir celle du groupe élémentaire. Les effectifs des écoles élémentaires ont atteint un maximum à la fin des années 60 et au début des années 70, puis, au cours des 15 années suivantes, plusieures écoles ont fermé leurs portes. En 1988, par contre, les effectifs des écoles élémentaires augmentent encore au Canada.

Les répercussions de cette évolution démographique sur les effectifs scolaires sont très nettes. La figure 3 illustre la population de différents groupes d'âge : Le groupe préscolaire, de 0 à 4 ans, le groupe scolaire, de 5 à 13 ans, et le groupe élémentaire, de 14 à 18 ans, et le groupe

Les effectifs scolaires

particulier de femmes.

années 90.

au tout petit de personnes juives, mais également par l'augmentation du nombre de personnes âgées, phénomène attribué à l'immigration de 1931, un homme pouvait s'attendre à vivre 60 ans; une femme, 62 ans. Cent quatre-vingt-sept pour cent des hommes (12 ans de plus) et de 79 pour les femmes (17 ans de plus). Par conséquent, le véritableissement de la société

En résumé, la composition des groupes d'âge décompte du taux de fécondité qui a augmenté, depuis la crise des années 30, jusqu'à ce qu'il atteigne un sommet en 1961, subissant par la suite un déclin d'abord rapide, puis plus lent, qui se poursuit de nos jours. Dans les villes canadiennes, le taux de fécondité se situe à environ 1,4.

The graph displays two data series: 'Estimated' (solid line) and 'Projected' (dashed line). The Y-axis represents millions of people, ranging from 3 to 5. The X-axis represents years, with labels at 1961, 1971, 1981, 1991, 2001, and 2031. The projected population shows a significant increase from approximately 3.5 million in 1961 to about 4.8 million by 2031.

Year	Estimated Population (Millions)	Projected Population (Millions)
1961	3.5	3.5
1971	3.8	3.8
1981	4.0	4.0
1991	4.2	4.2
2001	4.4	4.4
2031	4.8	4.8

baby boom.

Figure 3

Secondaire, de 14 à 17 ans environ. En 1961, le graphique illustre les tendances de croissance dans une perspective historique. En 1961, les graphiques illustrent les tendances de croissance dans une perspective historique. Les premiers d'abord en considération le groupe prescolaire. Est-il étonnant que les services de garde d'enfants constituent une partie importante du pays? Le nombre de personnes du groupe prescolaire a connu un sommet au début des années 60, puis, avec la classe du taux de fécondité, ce nombre a continué à diminuer.

d'enfants que leurs parents, mais le nombre d'enfants augmente. Ce phénomène constitue une tendance, au contraire, de ces mots.

pour la plupart dans leurs métiers années de fécondité. En moyenne il y a ont moins

*fecundité, mais plutôt au fait que Les membres de La génération du baby boom sont*

PYRAMIDE A RECOMMANDER A S'ELARGIR. Ceci n'est pas du à une augmentation de la

20 ans en 1986. Au cours des années 60 et 70, La baïsse de La fecondité a entraîné une chute du nombre de naissances. Toutefois, pendant les années 80, La base de La



Écoles transférées		Consétil		Kapuskasing		Timiskaming	
École transférée	Entre en vigueur	École transférée	Entre des jeunes	École transférée	Janvier	École transférée	Janvier
E.S. Algondquin, North Bay	Le 1er jan. 1987	E.S. Côte des Jeunes	Le 1er jan. 1987	E.S. Côte des Jeunes	Le 1er jan. 1987	E.S. Sante-Marie, New Liskeard	jan. 1988
E.S. Franco-Cité*, Sturgeon Falls	Le 1er jan. 1987	E.S. Algondquin, North Bay	Le 1er jan. 1987	E.S. Algondquin, North Bay	Le 1er jan. 1987	E.S. Timmins	jan. 1987
E.S. Timmins	Le 1er jan. 1987	E.S. Côte des Jeunes	Le 1er jan. 1987	E.S. Côte des Jeunes	Le 1er jan. 1987	E.S. Timmins	jan. 1988
Nipissing		Nipissing		Nipissing		Nipissing	
Toronto		Toronto		Toronto		Toronto	
Stromont, Dundas, et	Glenmurray	West Park Secondary	1987-1988	West Park Secondary	1987-1988	School (au Consétil	de Toronto)
--	--	General Vanier	1985-1986	General Vanier	1985-1986	des Écoles Séparées	de Toronto)
Ottawa	Hull	St. John A. Macdonald	1986-1987	St. John A. Macdonald	1986-1987	Secondary School, Cornwall	Secondary School, Cornwall
--	--	F.J. McLiggett	Le 1er jan. 1987	F.J. McLiggett	Le 1er jan. 1987	High School, Ottawa	High School, Ottawa
Nipissing	Kapuskasing	Smooth Rock Falls	Le 1er jan. 1987	Smooth Rock Falls	Le 1er jan. 1987	High School	High School
--	--	Southmount Secondary	1985-1986	Southmount Secondary	1985-1986	(au Consétil des Écoles	Wentworth)
Frontenac	Hamilton	Kingston College	1986-1987	Kingston College	1986-1987	et Vocational Institute	Separées de Hamilton-
--	--	General Amherst	1987-1988	General Amherst	1987-1988	High School, Amherstburg	Wentworth)
Essex	Cochrane-Iroquois Falls	E.S. Cochrane High School	1985-1986	E.S. Iroquois Falls	1985-1986	Secondary School	Secondary School
--	--	E.S. Cochrane High School	1985-1986	E.S. Cochrane High School	1985-1986	Amherstburg	Amherstburg
Cochrane-Iroquois Falls	Timmins	du Partage	(si nécessaire)	du Partage	du Partage	possédant l'école	consétil public

long terme qui n'est pas directement liée à l'extension.

Dans la plus belle des cas survivants, la commissaire que l'utilisatrice connaît de ses installations s'avère la meilleure solution au problème de la dérossassance de l'effet diffus dans le système public et le besoin de places additionnelles pour les élèves du système scolaire. Pour certains (Kapseskating, par exemple), il existe une disposition à laquelle peut être adaptée l'offre de services existante.

Ecoles partagées

LISTE DES DISPOSITIONS QUI ONT TRAITÉ À LA LOCALISATION, AU PARTAGE		ET AU TRANSFERT D'ÉCOLES	
LISTE DES DISPOSITIONS QUI		ÉCOLES LOUÉES	
AU PARTAGE ET AU TRANSFERT D'ÉCOLES			
ONT TRAIT À LA LOCALISATION,			
Les dispositions qui ont trait à la localisation et au partage d'écoles secondaires entre les conseils d'éducation et les conseils d'éducation catholiques sont en force maintenant dans quelques régions de la province. De plus, cinq écoles secondaires de langue française ont été transférées en bloc - emplois et locaux, élèves, enseignants, personnel auxiliaire - d'un conseil de personnels à un conseil d'écoles séparées. La liste suivante résume ces transferts d'écoles.			
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CONSÉCUTIF PUBLIQUE	ÉCOLE ET EMPLOI	ÉCOLE ANNÉE DU BAI	Possédant l'école (si nécessaire)
DANS LA PLUPART DES CAS, LA DECROISSANCE DE L'EFFEKTIF DU SYSTÈME PUBLIC A ENTRAÎNÉ LA FERMETURE D'ÉCOLES. CERTAINES DE CES ÉCOLES SONT LOUÉES AU SYSTÈME SÉPARÉ CATHOLIQUE.			
ECONOMIE			
LAMBTON COUNTY	SARNTIA COLLEGE INSTITUTE (AU CONSEIL DES ÉCOLES SÉPARÉES DE DUFFLETON-PEEL)	1985-1986	VINCENT MASSEY
MISAGARA SOUTH	SARNTIA CENTRAL COLLEGE INSTITUTE (AU CONSEIL DES ÉCOLES SÉPARÉES DE DUFFLETON-PEEL)	1987-1988	
Ottawa	LOCKVIEW PARK SECONDARY SCHOOL	1987-1988	FISHER PARK HIGH SCHOOL
Sault Ste-Marie	LAKEWAY SECONDARY SCHOOL	1987-1988	E.S. BELCOURT
Sudbury	E.S. FRANCO-JEUNESSE	août 1986	E.S. BELCOURT
Windsor	GARTHON-FALCONBRIDGE SECONDARY SCHOOL	août 1986	JUILLER 1991
	CENTENNIAL SECONDARY SCHOOL	1986-1987	JUILLER 1991
	HIGH SCHOOL OF COMMERCIAL	1987-1988	

LISTE DES DISPOSITIONS QUI		AU PARTAGE ET AU TRANSFERT D'ÉCOLES	
ONT TRAIT À LA LOCALISATION,		TRANSFERT D'ÉCOLES	
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LISTE DES DISPOSITIONS QUI			

Nous serions heureux de recevoir vos commentaires sur notre bulletin La réussite repose sur la coopération.

LA COMMISSION DE PLANTIFICATION  
ET DE MISÉ EN OEUVRE  
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La prochaine, M. Monk dirigea une réception pour les étudiants de l'École avec un effet de beaucoups plus élevé, tandis que M. Kendall assumera le poste de directeur adjoint du North Toronto College. Les enseignants de West Park sont régulièrement assurés de se voir offrir, en priorité, les postes disponibles au sein du Conseil de l'éducation de la ville de Toronto; certains d'entre eux ont obtenu leur poste à l'instigation de West Park Brocketton. Les cours du soir qu'offrait West Park servent des sommes dépenses à Brocketton, et son programme d'anglais langue seconde à l'intention des adultes, à L'Ecole secondaire Bickford Park, près des rues Brocketton, et Chirstie.

"Si vous avez les bonnes personnes aux postes-clés, si vous faites preuve de bon sens et évitez de tout étiquetter comme ""nous, à vous", vous avez les meilleures chances de réussir. Partager vous apprend à respecter, en observant les préceptes et les exemples donnés par votre partenaire, ses croyancess relâchées. West Park n'a pas imposé sa pensée sur les croyancess des élèves de Bishop Marrocco, et ceux-ci ont fait de même."

Les deux directeurs d'école doivent également s'entendre pour qu'un partage régulier soit réalisé, d'autre part que les deux membres du personnel des deux cas, Les membres du personnel des deux écoles ont noué des relations d'amitié et ont eu les uns pour les autres un grand respect professionnel.

"Les partenaires d'un partage doivent essentiellement assurer l'efficacité de leur personnel tout au long du processus et de leur partenariat. C'est à ce moment que se décide si le succès sera atteint ou non.

annexe, Les deux directeurs d'École se sont fait une option sur le biter fonde du partage d'École et des conditions

"Harryy s'est empressé de nettoyer et de presser la nappe et il nous l'a remise cinq minutes avant le début de la messe. J'ai alors pensé que si cela était un exemple de la fagon dont les choses se dérouleraient durant les mois à venir, nous aurions la vie belle. " A la suite de l'expérience vécue cette matinée Harry s'est empressé de nettoyer et de presser la nappe et il nous l'a remise cinq minutes avant le début de la messe. J'ai alors pensé que si cela était un exemple de la fagon dont les choses se dérouleraient durant les mois à venir, nous aurions la vie belle. "

1 , anneé . " Nous avions projeté de centrer dans l'auditorium de l'école , Le vendredi de la première semaine de classe , notre messe traditionnelle pour marquer le début de l'année scolaire . A la dernière minute , nous avions constaté que nous n'avions pas de trouverriots bien une nappe à la cafétéria . Il y en avait une , en effet , mais elle avait grandement besoin d'être repassée . Nous avons donc apposé à Harvey Morrisangu , qui enseigne le nettoyage à sec à

L'école Bishop Marrocco bénéficié des services d'un amombier qui, avec son équipe, organise les services religieux de l'école. Une messe y est célébrée tous les mois en l'envirion, souvent pour marquer des événements liturgiques spéciaux. Michael Monk conserve un souvenir vivace de la première messe de

Un service sauve par un enseignant de West Park

Une des activités les plus réussies que les deux écoles ont organisées consistait en un concours de saut à la corde, qui a eu lieu le 12 avril, dans le cadre, pour la fondation mais aussi pour la réunion des fonds pour la fondation des malades du cœur. Les élèves des deux écoles ont ainsi recueilli des sommes promises en fonction du temps passé à sauter à la corde. L'autreur du slogan "Sautons l'après-midi", M. Kendall, a invité un diplôme de West Park, Donovan Boucher, qui est l'actuel champion canadien de boxe dans la catégorie poids mi-moyens, à débutter l'événement.

Durant la semaine de Pâques, l'école Bishop Marrocco a voulu sensibiliser ses élèves aux problèmes sociaux, et plusieurs conférenciers ont présenté des exposés sur divers sujets. Les élèves de West Park ont été invités à participer à toutes les

"Chaque matin de Noël et de Pâques.  
L'occasion de Noël est de Pâques.  
"Chaque matin de Noël, Le semainier précedant le  
cogné de Noël, Le personnel des deux écoles  
acoustillait les élèves en chantant des airs  
de Noël, rappelés M. Monk. Ce fut une

ce qui a permis d'éviter les conflits du genre "eux contre nous". Les écoles ont aussi uni leurs efforts pour organiser des solides danses, le concert de Noël et les campagnes de collecte de nourriture à

En plus de partager locaux et installements, les deux écoles ont participé, ensemble, à de nombreux activités. Ainsi, les équipes de soccer et de hockey en salle de l'établissement étaient composées d'élèves des deux écoles,

Une participation conjointe à de nombreuses activités

„Je suis affirmer que les enseignants des deux écoles se sont très bien entendus, et que leurs relations ont dépassé le stade des rapproches superficielles, de dire M. Kendall. Au cours de l'année, plusieurs membres de mon personnel se sont liés d'amitié avec leurs collègues de Bishop Marrocco. Ils ont constaté qu'à l'exception de leurs correspondances relatives à la vente communale, notamment la même profession. „

M. Monk observe qu'il a fallu de six à huit semaines à ses enseignants pour se familiariser avec leur nouveau milieu de travail. Cela était dû au fait que leurs élèves se trouvaient dispersés dans un très grand établissemment.

"Notre personnel souhaite à voit' sa  
propre salle afin de pouvoit y discuter en  
privé, selon le besoin, de dire M. Kendall.  
Les enseignants de Bishop Marrocco ont  
compris ce besoin. Au sein d'un partage, il  
faut faire preuve d'une certaine honnêteté;  
il ne faut pas trop avoir peur de froisser  
les sentiments de son partenaire. Il faut  
exprimer ce que l'on ressent.."  
L'utilisation conjointe d'un même  
établissemant a été facilitée par le fait  
que les enseignants de West Park et ceux  
choix d'être transférés, en juin dernier,  
lorsqu'une partie du programme offert par  
l'école a été prise en charge par l'école  
soit demeurés à West Park jusqu'à l'arrivée de leur  
propre g're, sachant bien qu'ils auront à

Les relations entre les enseignants : amicales et professionnelles

Bishop Marrocco portent l'uniforme, tandis que ceux de West Park s'habillent comme ils veulent, dans certaines limites. Cela n'a pose aucun problème.

Il faut se rappeler que ces jeunes habitent le même milieu et qu'ils se fréquentent en dehors de l'école", de faire remarquer M. Monk.

Les élèves attendent avec impatience l'arrivée de leur autorité sur les personnes dont partage leur aventure et leur habilité. Ainsi, les élèves ont des difficultés à se débrouiller tout seuls. Les élèves sont alors obligés de faire appel à leur code de conduite, leur permettant de résoudre les problèmes qui se présentent. Cependant, il est important de rappeler que ce n'est pas toujours la meilleure solution, car cela peut entraîner des conflits et des tensions entre les élèves.

Ensuite, l'autorité leur donne des instructions pour la réalisation de leur projet. Les élèves doivent alors travailler ensemble pour atteindre les objectifs fixés. Cela nécessite une bonne communication et une bonne coordination entre tous les membres du groupe. Il est également important de respecter les règles établies par l'autorité, car cela contribue à assurer la réussite du projet.

Enfin, lorsque le projet est terminé, l'autorité peut évaluer les résultats obtenus et donner des commentaires constructifs. Cela permet aux élèves d'apprendre et de progresser dans leurs compétences et leurs connaissances. L'autorité peut également leur donner des récompenses ou des encouragements pour leur travail bien fait.

La discipline scolaire : une responsabilité commune

éventuels. Nous nous sommes ensuite revus à plusieurs reprises, en juin, après la conclusion de l'accord de partage. Il fallait renouveler un grand nombre de salles durant l'été et installer de l'équipement. Tout a été prêt pour le début des classes. "Notre personnel, de dire M. Monk, habitude à l'espace restant d'une école élémentaire d'un étage, a dû s'adapter à une établissement beaucoup plus grand que celui de l'école maternelle. Ce fut toute une transformation. D'ordinaire, l'école bénéficiait d'un bâtiment de deux étages, mais dans notre cas, des classes ont été mises à notre disposition à La Grandeur de Lécliffe. Il existe une partie du village qui a été réservée une partie ou une autre cas, des classes ont été mises à notre disposition à La Grandeur de Lécliffe.

